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ABSTRACT

This paper is an overview of a teacher evaluation program developed by two elementary school principals in Ralston, Nebraska. The program's development is traced from its planning stage through implementation. Points of emphasis show how administrators and teachers jointly developed teacher standards of competence and show how this relationship was fostered throughout the evaluation process. Topics relating to the implementation of the evaluation program include formative and summative evaluation cycles and timelines and how these affect probationary and tenured teachers. Special emphasis is placed on dealing with marginal teachers and the use of due process procedures. A sample teacher evaluation form is included. (Author/LD)

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PROFESSIONAL EVALUATION FOR TEACHERS . . .
POLICY TO PRACTICE

NATIONAL CONFERENCE

Miami Beach, Florida

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Principal Speaks Out Assembly
April 20, 1980

Co-Directed
by

Harry P. Gootas, Principal
Blumfield Elementary

Jerry L. Rutherford, Principal
Wildewood Elementary

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8545 Park Drive
Ralston, Nebraska 68127

OVERVIEW

An examination of many staff development systems reveals that the usual approach is merely a teacher evaluation system which involves the principal completing a checklist indicating the degree to which a teacher possesses specific characteristics and skills. Sometimes, particularly in the case of tenured teachers, the evaluation is not preceded by classroom observations and is not followed by a conference between the principal and teacher to discuss the evaluation and how the teacher might improve.

The School District of Ralston has attempted to humanize the teacher evaluation and staff development process by adopting a model which utilizes a personalized approach. The model utilizes a cooperative approach of administration and teachers developing processes directed toward attaining ultimate teacher standards of competence. The major thesis of the process approach to staff development is that Desirable Teacher Goals are fully realized by jointly developing conditions for teaching, learning tasks of children, and instructional styles of teachers.

Before becoming totally involved with a system of teacher evaluation, educators must clearly identify the philosophy of the school district. The philosophy therefore dictates inservice activities which will compliment the total staff development program.

First, let's look at certain propositions associated with the Ralston School District Professional Evaluation of Teachers:

1. Philosophy - Teacher evaluation is a cooperative process between the instructor and administrator, both assuming the joint responsibility of identifying teacher performance areas needing improvement. Performance improvement is not accidental, but results when a deliberate continuous on-going effort is made to achieve it.

2. Motivation - Teacher evaluation is a means - not an end itself. It should motivate self-improvement by the teacher with help from administrators so that both quantitative and qualitative performance effectiveness will occur.

3. Goals - Performance guidelines should be jointly developed by teacher and administrator as a basis of continual assessment during staff development.

4. Communication - The discussion and analysis of staff development, between teacher and administrator, will focus on the interacting components of the individual teacher goal, thereby formulating the basis for professional dialogue for improvement of instruction.

*** This handout contains some examples of planning strategies and documents utilized in the Ralston Professional Evaluation of Teachers project.

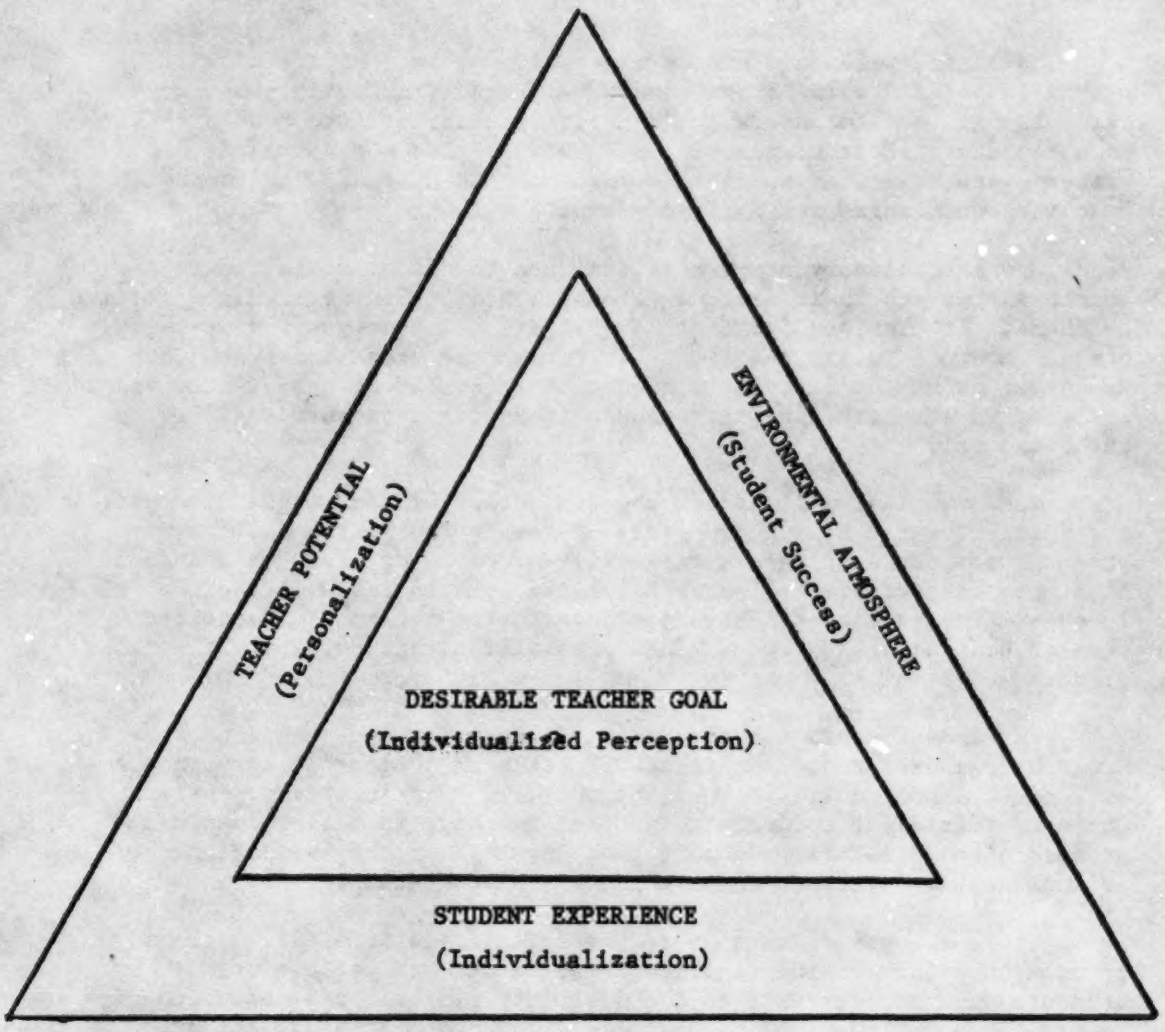
The major objective of the Ralston Staff Development Model (figure #1) is to assist teachers in sharing the highest form of humanized and personalized experiences with children. This theme has evolved through district philosophy and is fostered through the entire staff development model by emphasizing the PROCESS OF EDUCATION as the teaching art.

For the purpose of further clarification, we shall examine the interaction of the model as follows: Individualized Perception (Desirable Teacher Goal) is exemplified in figure #1. Note that Personalization is a teacher potential trait held by the teacher. The amount of teacher potential, Personalization, has a direct effect on the environmental atmosphere trait - Student Success. Both teacher potential (Personalization) and environmental atmosphere (Student Success) are directly related and influence the student experience (Individualization). Conversely, the amount of Individualization (student experiences) a student receives is determined by Student Success (environmental atmosphere) and Personalization (teacher potential) provided by the staff.

Thus, teacher potential, environmental atmosphere, and student experience themes should be assessed in determining their influence toward the desirable teacher goal (Individualized Perception).

ASSESSING THE PROCESS - Assessing the impact and influence of each theme in a given strand is the heart of the model. It utilizes the formative evaluation concept which provides enroute assessments during the process of examining the impact of all three components within a given desirable teacher goal.

FIGURE #1


TEACHER POTENTIAL
(Personalization)
ENVIRONMENTAL ATMOSPHERE
(Student Success)
DESIRABLE TEACHER GOAL
(Individualized Perception)
STUDENT EXPERIENCE
(Individualization)

PROFESSIONAL EVALUATION FOR TEACHERS

JERRY RUTHERFORD AND HARRY GOOTAS
CO-DIRECTORS

PROFESSIONAL EVALUATION FOR TEACHERS
A System of Staff Development and Evaluation

Ralston Public Schools

STEERING COMMITTEE
Clare Taylor
Sharon Flinn
Doug Harris
Sharon Hallet
Jan Knowles
Ramona Kollbaum
Ted Lamper
Kenny Mecroft
Merry Merriam
Wally Sommers
Marian Tegtmeyer
Don Fleming
Howard Martin

Preface

The staff evaluation and development program consists of a system to be used with "probationary teachers" (including temporary teachers) and one for use with "continuing contract teachers" (regular) based on district standards of competency. Ralston's standards and criteria are organized so as to compliment the Nebraska Professional Practices Commission Standards of Competency.

The probationary program is designed to assist probationary teachers to reach their maximum potential and to become highly effective teachers. It provides for a closely supervised, two-year, competency-based program. During the first two years, the probationary teacher is evaluated using the district's standards of competent performance and is assisted in strengthening performance in specific areas identified by the principal.

The principal will direct the evaluation of the regular teacher every third year. During two years of the cycle the regular teacher program provides a target-setting program (based on district standards of competent performance) which helps teachers to increase their effectiveness. The regular teacher must develop and implement a specific plan of professional growth. This plan will be approved by the building principal.

In cases where a teacher fails to meet district standards, the program provides procedures to assist teachers to improve performance to achieve the standards. When the building principal decides that there is sufficient evidence to warrant a change in the evaluation procedure for a regular teacher, then Phase II of the evaluation cycle is implemented following the due process steps outlined.

It is recognized that there are critical deficiencies which require immediate action to protect the safety and welfare of the students and the interests of the district. In critical deficiency cases, it is not the intention of the program to require that notice of deficiency be given nor that a period of time be provided for correction of problems prior to such action.

Ralston Public Schools

NEWS BULLETIN

Co-Directors: Jerry L. Rutherford and Harry Gootas

PROFESSIONAL EVALUATION FOR TEACHERS

The School District of RALSTON is developing a district-wide teacher evaluation program to be implemented in Fall of 1980. Many teachers and administrators have spent countless hours laying groundwork and furnishing input towards developing this program. We wish to thank everyone who has contributed thus far and elicits your support and patience as this project nears completion.

Jerry L. Rutherford & Harry Gootas

P.E.T. PROGRESS TO DATE AND PROJECTED TIME-LINE

The P.E.T. project was initiated in February, 1979 at the request of Superintendent Klainsmith who named Jerry L. Rutherford and Harry Gootas co-directors of the project. Two major committees (Steering and Administrative Teacher Evaluation Committee) were organized. The philosophy of evaluation, goals and purposes of teacher evaluation were completed thru the efforts of the Steering Committee and A.T.E. Committee members and was adopted by the Ralston Board of Education in Spring of 1979.

A questionnaire on teacher evaluation was completed during September of 1979 by most certified staff members in Ralston. The completed questionnaires were gathered, tabulated, and a comprehensive report was compiled. The administrators have utilized this information in developing evaluation procedures.

Over 100 staff members were directly involved in gathering suggested teacher standards of competency. The Steering and A.T.E. Committees then gathered all input and completed two forms: (1) standards and criteria for all teachers and (2) additional standards for special teachers. Chairpersons and facilitators from each subcommittee were also utilized in compiling standards and criteria. The A.T.E. Committee has developed teacher evaluation procedures and cycles and is currently engaged in writing administrative guidelines for the project. Finalized plans and processes needed to successfully implement the teacher evaluation program this fall will be shared with staff before the 1979-80 school year is over. A district-wide inservice is also scheduled for all teachers in the district next fall. Inservice for building principals will continue during the summer. P.E.T. will be implemented next fall for all teachers in Ralston School District.

THE IMPORTANCE OF TEACHER INPUT AND INVOLVEMENT

One of the major goals in developing the teacher evaluation program is to allow for teacher input. The primary premise being those to be evaluated should have some say as to what and how evaluation will take place. Teachers should also be involved in planning, setting objectives, and implementing a program and process designed to improve classroom instruction. Teachers have had opportunities to share input by responding to questionnaires, serving on committees, and interacting with their building representatives on the Steering Committee. Teacher involvement is a key ingredient of the evaluation program to be implemented next fall.

P.E.T. STEERING COMMITTEE MEMBERSHIP AND RESPONSIBILITIES

The P.E.T. Steering Committee is composed of 11 teachers, (one from each elementary school, two from the middle school and two from the high school), and 2 administrators, one elementary and one secondary. The major responsibility of the Steering Committee is to serve as a final screening body before recommendations are forwarded to the superintendent for his approval.

Steering Committee representatives are:

Clare Baylor - Middle School
Sharon Flinn - Wildewood
Doug Harris - Meadows
Sharon Hollst - Mockingbird
Ramona Kollbaum - Middle School
Nancy Mocroft - Karen-Western
Howard Martin - Principal
Merry Naviaux - Seymour
Wally Sommers - High School
Marian Tegtmeyer - Maywood
Jan Knowles - High School
Tad Leeper - Blumfield
Don Fleming - Principal

ADMINISTRATIVE TEACHER EVALUATION COMMITTEE

The Administrative Teacher Evaluation Committee, commonly referred to as "A.T.E. Committee", is composed of five administrators: Jerry Rutherford - Wildewood princpal, Harry Gootas - Blumfield principal, Lois Ellingson - Mockingbird princpal, Lou Kramer - Middle School principal, and Earl Taylor - High School assistant principal. This committee's responsibilities are to formulate teacher standards and criteria from the administrative viewpoint, develop teacher evaluation procedures and evaluation cycles, and determine management decisions which will be made from data collected during the process of teacher evaluation.

QUESTIONS MOST COMMONLY ASKED ABOUT P.E.T.

What is the purpose of Teacher Evaluation as promoted by P.E.T.?

Answer: To improve and maintain the quality of the educational programs in the areas of instruction, interpersonal relationships, and professional development of teachers.

How will teacher standards and criteria be used?

Answer: Will help teachers and principals develop professional growth plans for teachers. Will assist principals in observing and helping teachers reach their maximum potential. Will help teachers conduct and utilize feedback from self-appraisals.

Will there be consistency among administrators towards assessing teachers?

Answer: Administrative guidelines will be provided principals as a means of fostering consistency in evaluating teachers. Many step-by-step procedures will be developed and utilized by principals as they work with teachers.

Do teachers have any guarantee principals will follow administrative procedures?

Answer: Principals are expected to follow administrative procedures as spelled out in P.E.T. materials. To expect every principal to assess every teacher exactly the same way is like asking every teacher in the district to evaluate every student identically.

Will teachers and administrators receive any type of inservice?

Answer: Some inservice for both teachers and administrators is planned in May, 1980. The entire program and materials will be distributed and explained. Specific areas of concentration will be emphasized. Consultants are standing by to offer their assistance and share expertise. Principals will be involved in some inservice activities during the month of June. District-wide inservice will also be conducted during the first week teachers return to school this fall.

Will an administrative evaluation system be developed?

Answer: Yes but not as a part of this current project.

How is P.E.T. related to R.I.F. Policy?

Answer: Since R.I.F. is determined by seniority, not teacher performance, there is no relationship.

Will teachers be expected to formulate personalized goals?

Answer: Teachers will be expected to develop specific plans for professional growth based on district standards and criteria. Inservice shall be provided teachers and assistance from principals as a means of accomplishing this objective.

Will the P.E.T. program be evaluated at the end of the 1980-81 school year?

Answer: Current plans are to thoroughly conduct an evaluation of the P.E.T. program at the conclusion of the 1980-81 school year. Teachers and principals will have an opportunity to assess program effectiveness and offer suggestions for improvement.

Will teachers know what areas need improvement during the school year?

Answer: Assessment of teaching competence should be an ongoing process taking place during the entire year, not just at the end. Principals will be expected to notify teachers of areas that have been identified as needing improvement as soon as these have been discovered. (Formative evaluation)
Note: Currently Ralston only utilizes summative, end-of-year evaluations district-wide.

Why were some standards and criteria written by sub-committee never used?

Answer: Most standards and criteria submitted by sub-committee were included. Many were duplications and included in the general list of standards and criteria applicable to all teachers.

What is the difference between a "formative" and "summative" evaluation?

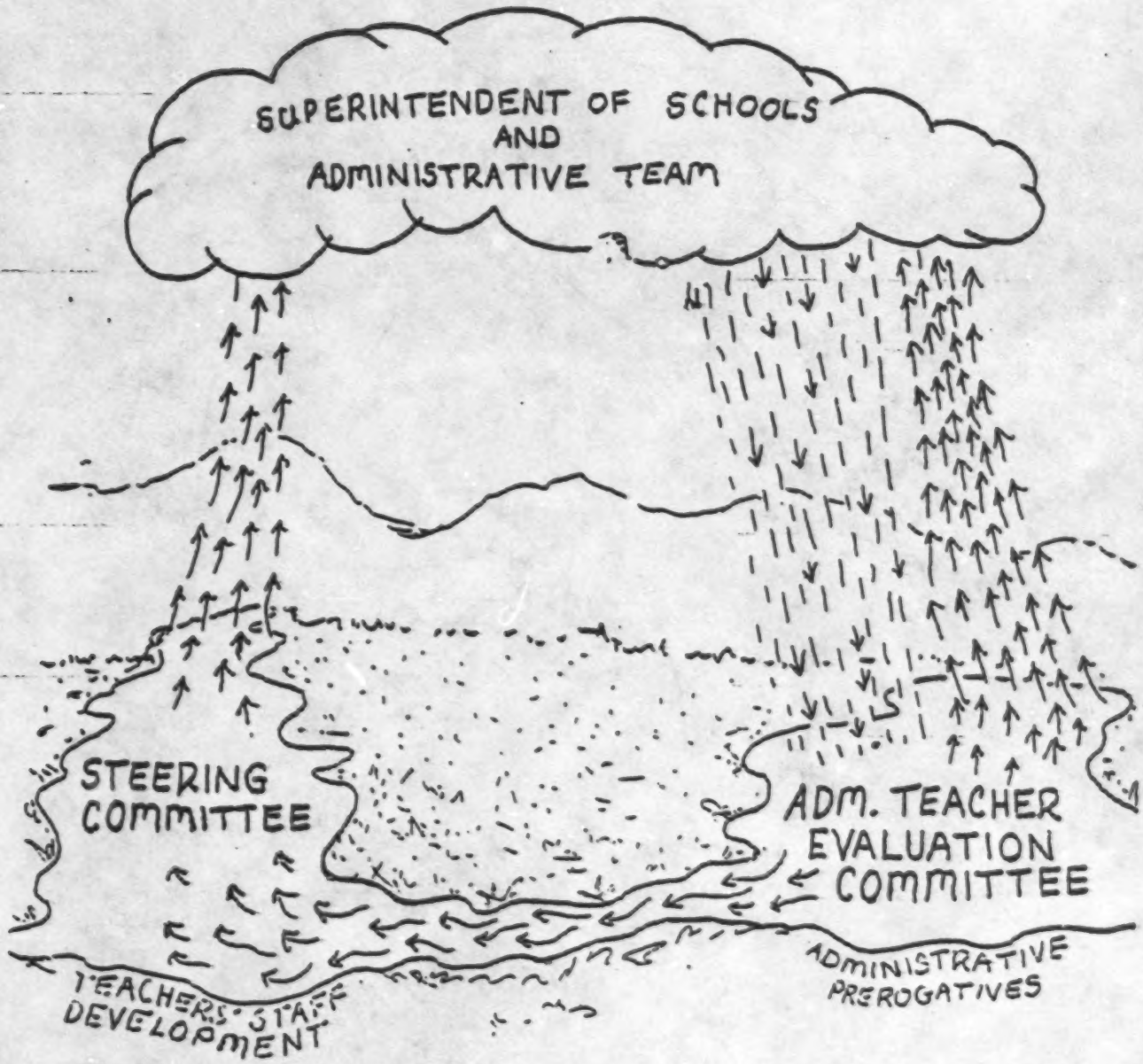
Answer: Formative Evaluations are shared with teachers anytime during the school year as a means of improving teacher performance.

Summative Evaluations are usually written at the end of the school year as a means of informing others, in addition to the teacher, of the teacher's progress.

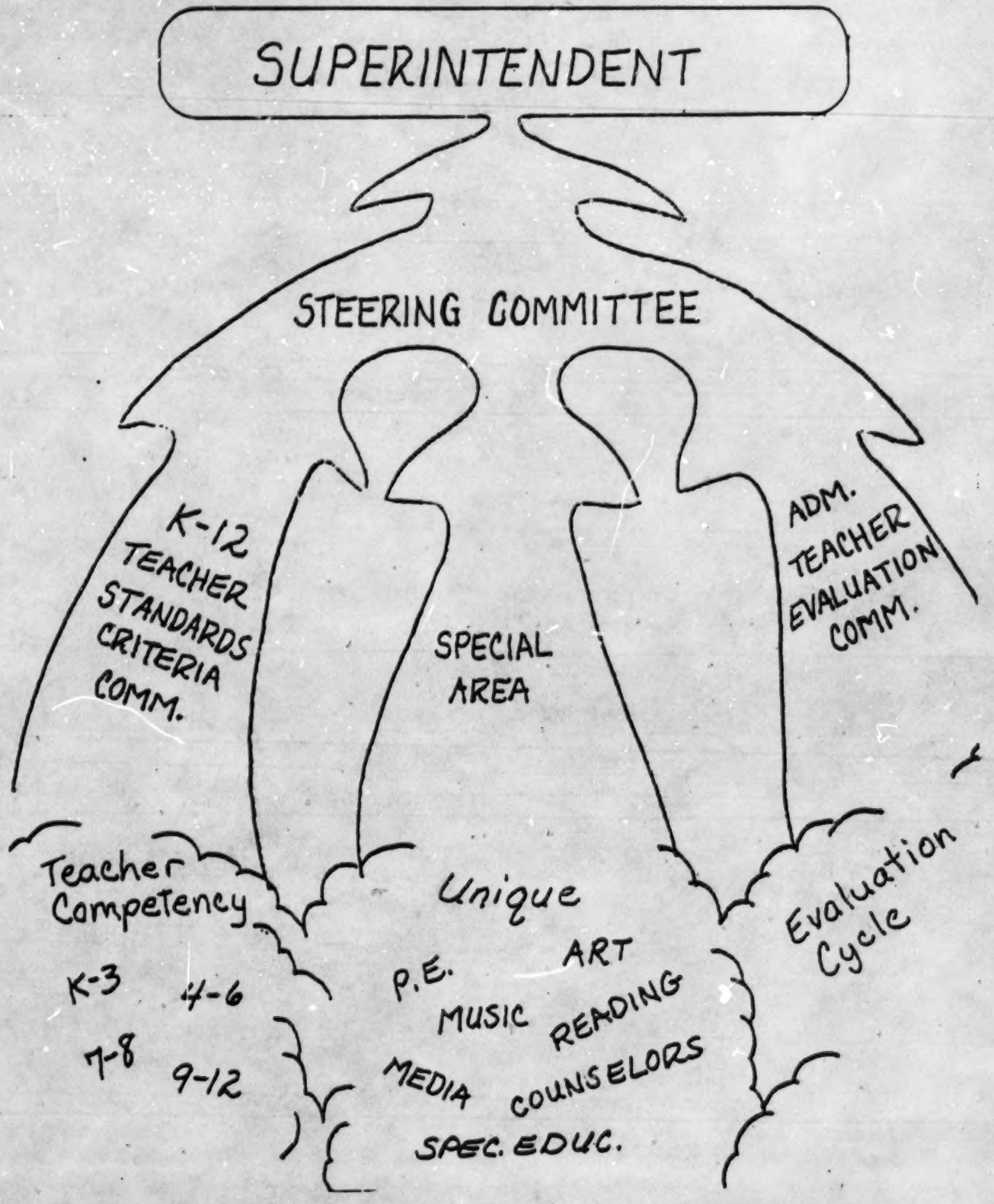
FUTURE P.E.T. NEWS BULLETINS
WILL FEATURE:

* Complete list of Standards and Criteria
* Administrative Procedures of Evaluation
* Finally, ...a centerfold picture of the P.E.T. Steering Committee, (suitable for framing)

P.E.T.


SUPERINTENDENT OF SCHOOLS
AND
ADMINISTRATIVE TEAM
STEERING
COMMITTEE
ADM. TEACHER
EVALUATION
COMMITTEE
TEACHERS' STAFF
DEVELOPMENT
ADMINISTRATIVE
PREROGATIVES

PHASE I


SUPERINTENDENT
STEERING COMMITTEE
K-12 TEACHER STANDARDS CRITERIA COMM.
SPECIAL AREA
ADM. TEACHER EVALUATION COMM.
Teacher Competency
K-3
4-6
7-8
9-12
Unique
P.E.
ART
MUSIC
READING
MEDIA
COUNSELORS
SPEC. EDUC.
Evaluation Cycle

PROFESSIONAL EVALUATION FOR TEACHERS

JERRY RUTHERFORD AND HARRY GOOTAS
CO-DIRECTORS

TO: Supt. Gerald Kleinsmith
Ralston Board of Education
Certified Staff Members

FR: P.E.T. Steering Committee

RE: Phase I Report of Teacher Evaluation

STEERING COMMITTEE
Clare Baylor
Sharon Flinn
Doug Harris
Sharon Hollst
Jan Knowles
Ramona Kollbaum
Ted Looper
Merry Novinac
Wally Sommers
Marian Tegtmeyer
Jeff Theatcraft
Don Fleming
Howard Martin

PHILOSOPHY OF EVALUATION

It is the philosophy of the School District of Ralston that the evaluation process will be used to foster an optimum learning experience for students in accordance with the district's educational philosophy. Evaluation will be used as a means for recognizing an individual's strengths, accomplishments, and areas of needed improvement. Recognized strengths will serve as a foundation for growth, while maintaining uniqueness and diversity among district employees. Evaluation must be continuous and cooperative between the evaluator and the person being evaluated. It is the responsibility of the district and its employees to utilize resources and opportunities for continued growth and development.

GOALS OF TEACHER EVALUATION

The goal of teacher evaluation is to promote excellence in the areas of:

* instruction
* interpersonal relationships
* professional development

PURPOSE OF TEACHER EVALUATION

The purpose of teacher evaluation is to improve and maintain the quality of the educational programs for students. District-wide consistency in evaluation will:

ENHANCE STAFF DEVELOPMENT

* by identifying and reinforcing the strengths of each teacher
* by providing for continuing communication between evaluator and teacher
* by identifying weaknesses in order to help improve teacher effectiveness

PROVIDE DATA FOR MAKING MANAGEMENT DECISIONS REGARDING:

* job assignment
* assessment for continued employment
* methods for improving teacher effectiveness
* individual, building, or system-wide in-service needs

Ralston Public Schools

DEFINITIONS: P.E.T.

A Standard is a statement which establishes a general behavior.

Criteria are indicators which specify how that behavior will be identified.

Standards of competent performance are categorized into three areas which reflect the goals of teacher evaluation in the Ralston School District:

Area I - Instructional Development

Area II - Professional Development

Area III - Interpersonal Relationships

Each area is further divided as follows:

Area I - Instructional Development

Divisions: Diagnosing
Prescribing
Facilitating
Evaluation of learning and goal achievement

Area II - Professional Development

Divisions: Communication
Competence in specialization
Management techniques
Administrative and supervisory requirements

AREA III - Interpersonal Relationships

Divisions: Human and interpersonal relationships

Standards and criteria will be formulated for each division.

PART II TEACHER INPUT SURVEY

#1 The number of classroom observations needed for a fair evaluation of classroom responsibilities should be agreed on by the evaluatee and evaluator.

	PART II ANSWER CODE
93. . . . .Strongly agree	1 = Strongly Agree
103. . . . .Agree	2 = Agree
17. . . . .Undecided	3 = Undecided
10. . . . .Disagree	4 = Disagree
7. . . . .Strongly disagree	5 = Strongly Disagree

ANSWER:

5 if this were the situation I feel some teachers would choose only a minimum of two and never any more than that

3 if a principal feels every day is necessary then he/she should be allowed to make that decision no matter what the evaluatee says

5 if the evaluator should feel free to observe any time as long as they think is necessary

2 also be the same for all teachers in district

1 the only way another could get the feel for what one does would be to follow one around the entire day

1 in the past evaluations were made without any visitations

1 emphasis on evaluatee and evaluator

1 both need to agree on those things listed in number 2

1 maybe three to four times a year

2 would be good to have a minimum number agreed upon for everyone -- from there, others may wish to have a certain number more

2 because the observations may vary due to the amount of experience of the teacher

5 some will agree never to meet

2 discussed and hopefully agreed on - at least known

2 a minimum should be set and agreed to by both evaluator and evaluatee

4 let this be done by the steering committee

3 does this mean that not everyone would be evaluated the same number of times?

4 a minimum should be established with any extra sessions required to be determined by need. This extra need could be agreed upon.

1 the evaluatee needs to have equal say as to the number of sessions

5 it should be predetermined for all so that there is some consistency and the teacher doesn't prepare a special lesson for observation

#8 The evaluation instrument should be a combination of an objective checklist and narrative.

71. . . . .Strongly agree
94. . . . .Agree
44. . . . .Undecided
13. . . . .Disagree
7. . . . .Strongly disagree

ANSWER:

5 more narrative

4 possibly

1 checklist would allow for consistency and narrative would or could encourage areas where change is needed

1 definitely

3 general objectives could be checklist form

1 in this manner you could justify the marks on the checklist

2 plus others if necessary

1 yes, more narrative

1 but emphasis should be placed on the narrative and not so much the checklist

1 emphasis should be on a checklist for common evaluations so as to be specifically compared to last year's evaluation

1 less narrative, more checklist

2 checklist may not fit special areas

3 are these the only alternatives? when the individual's livelihood is in jeopardy we must be careful

3 could be not should be

2 narrative could explain degrees of meaning on checklist

3 probably this is good - the form may differ for different individuals and should be agreed upon by evaluator and person being evaluated

3 checklist for administrative priorities? narrative for individual priorities?

2 narrative and a written and signed evaluation

2 also use videotapes so the person can conclude on his own what to change etc.

1 most fair way

#9 The evaluation instrument should include a plan of action for areas needing improvement.

86. . . . .Strongly agree
99. . . . .Agree
19. . . . .Undecided
16. . . . .Disagree
5. . . . .Strongly disagree

ANSWER:

1 this is the point of the evaluation

3 do you mean evaluated teacher's plan of action or the evaluator's suggestions?

5 teachers should plan of action on his/her own - suggestions can be helpful, but I doubt evaluators know so much more about teaching that they can come up with an appropriate plan of action

1 definitely or purpose of evaluation is completely defeated

2 however, the plan should be mutually developed

2 suggestions and recommendations should be part of the evaluation

1 rather in the form of constructive suggestions for improvement

NR not as formal section - evaluatee would do as follow-up

1 this is the reason for the whole process, isn't it?

1 yes! suggestions are needed if the purpose of evaluation is to improve instruction

1 absolutely

1 otherwise it is futile efforts

1 mutually arrived plan of action

2 the plan of action should be developed by the teacher, agreed to by the evaluator. Personally set goals are more likely to be met.

NR if it is honest

1 definitely!!

2 as long as this plan is agreeable to both observer and teacher

2 change should to could

2 I think the teacher can develop her own plan if she is told the areas to improve upon

5 plan of action should occur only after a meeting and the evaluation is discussed. Plan of action should be cooperative, not by the administrator alone.

1 once more, the principal better know the area

IMPORTANT FINAL QUESTION --- PLEASE RESPOND

If you were on a committee to develop the evaluation instrument and processes what additional suggestions would you offer?

* * * * *

*Who will the evaluators be?
Where will the evaluators be from? (our district or another)
A very difficult assignment for a committee

*Teacher should have voice in choosing evaluator. This is the MOST DIFFICULT question of all!

*you should be able to pick your evaluators
evaluation should be geared to what happens in classroom
not same number or length of visit for all teachers (new should have more)
evaluation should be geared to positive teacher growth

*Some input on evaluator, and points to observe
Keep it related to education, management, instruction - stay away from personality traits and attitudes!

*This should be done helpfully - as for improvements to be made - rather than criticism from "above".

*We should be able to decide who our evaluators will be. I want this evaluation to help me become a better teacher - use it in a positive way.

*Would like to be evaluated by someone other than building principal.
Positive comments for teacher growth

*The evaluator should have expertise and experience in the area being evaluated so that comments and suggestions can be made for the purpose of helping the person being evaluated become more effective

*A formal procedure, by qualified evaluator, followed to the letter.
Evaluators should not refer to the evaluation as a threatening process.
How are the evaluators being evaluated or picked?

*20-24 could just be a check list

*I would try to make sure there were no people evaluating teachers that don't watch the teachers teach on a somewhat regular basis. Also it is important to have administration help teachers if they are in need of help.

*Leave way for recognition of individual who provides something for kids altho' may be marching to a different drummer.

*Regular observations with feedback

*Suggestions for evaluations of resource teachers should be flexible enough to take in consideration different administrators and complete enough considering the Special Ed. rules & regulations common to all.

*I think it must be decided if this evaluation is to be a record of your actual in-class-with-student teaching for 1 year, or if it is intended to make it into a book with everything connected to you in it for the 1 year period. I do not feel much of the written matter outside your actual teaching day is needed ie. goals, targets, etc.
Is this an evaluation of me as a teacher or as an employee of Ralston School District?

*Your evaluator should be one presently teaching in your field or at least a closely related field, ie. math-science - because of numbers, equations, etc. History-English - because of reading and writing.

*KISS - Keep it simple stupid!
Too many forms, too big of forms
What we've had ain't all bad

*Perhaps knowledge of subject area should be considered.

*I think we all recognize the difficulty of your task as we all know several "super teachers" who are very unlike each other in style and performance; I, therefore, ask you to remember this in making out criteria. Also, I must mention my own two top criteria for a good teacher: (1) love and interest in children (all kinds) as people; (2) a sense of humor (which lets you identify with youth).

*There should be continuous evaluation of the evaluating instrument

*Each teacher is different. I think you need something to check final product.

*In-service training for evaluators
Some provision for teacher to write his/her own evaluation of the visitation, ie. what goals did the teacher have in mind? how did the teacher see the results of his/her efforts? what factors might the evaluator be unaware of?
Each "team" should be evaluated for its group performance also.

*I think it would be profitable for evaluators to observe <u>extra</u> or <u>special</u> activities planned by teachers; for instance, plays, skits, project work. So many times, these activities are overlooked.

*Seems to me you have covered it quite well.

*A copy of the evaluation be given to the teacher indicating strong/weak points with suggestions as to how to improve!

*I would suggest that the reason for an evaluation is to help us become better teachers. Therefore, evaluation and professional growth are very closely linked. I would like the instrument to reflect growth and progress.

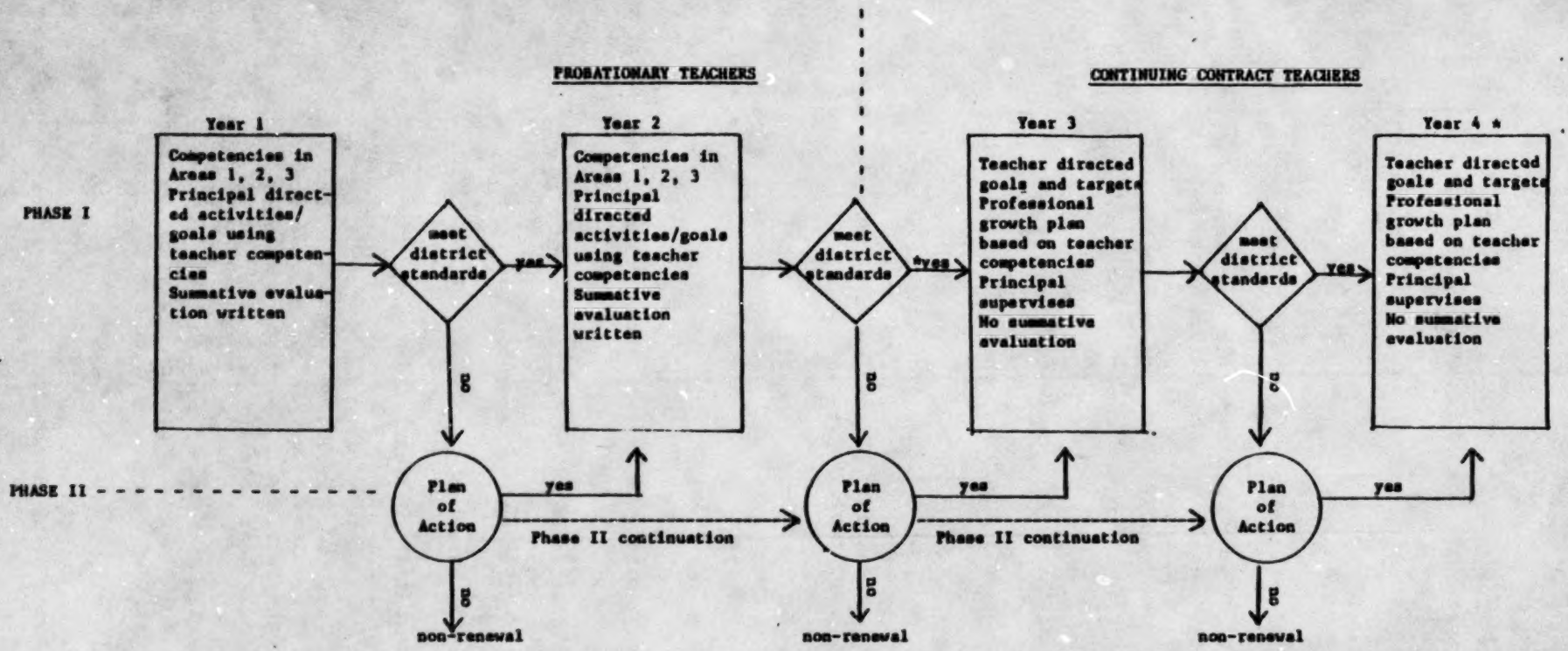
*Be sure the evaluations are made on actual observations.

*Much emphasis should lay in self-evaluation so the teacher can periodically check his/her progress against his/her own standards.

*Emphasize the fact that the evaluation is to be a "positive" process. This process is to aid in improving a teacher's effectiveness in his/her classroom. Don't let the instrument appear negatively, whereby it is one more attempt to pressurize and control a teacher's individual teaching philosophy.

*Many of these areas are open to considerable debate. I feel that any committee which attempts to set up criteria should get all comments and suggestions offered by teachers. This may enable them to get some ideas they might not get from a tally of the numbered responses.

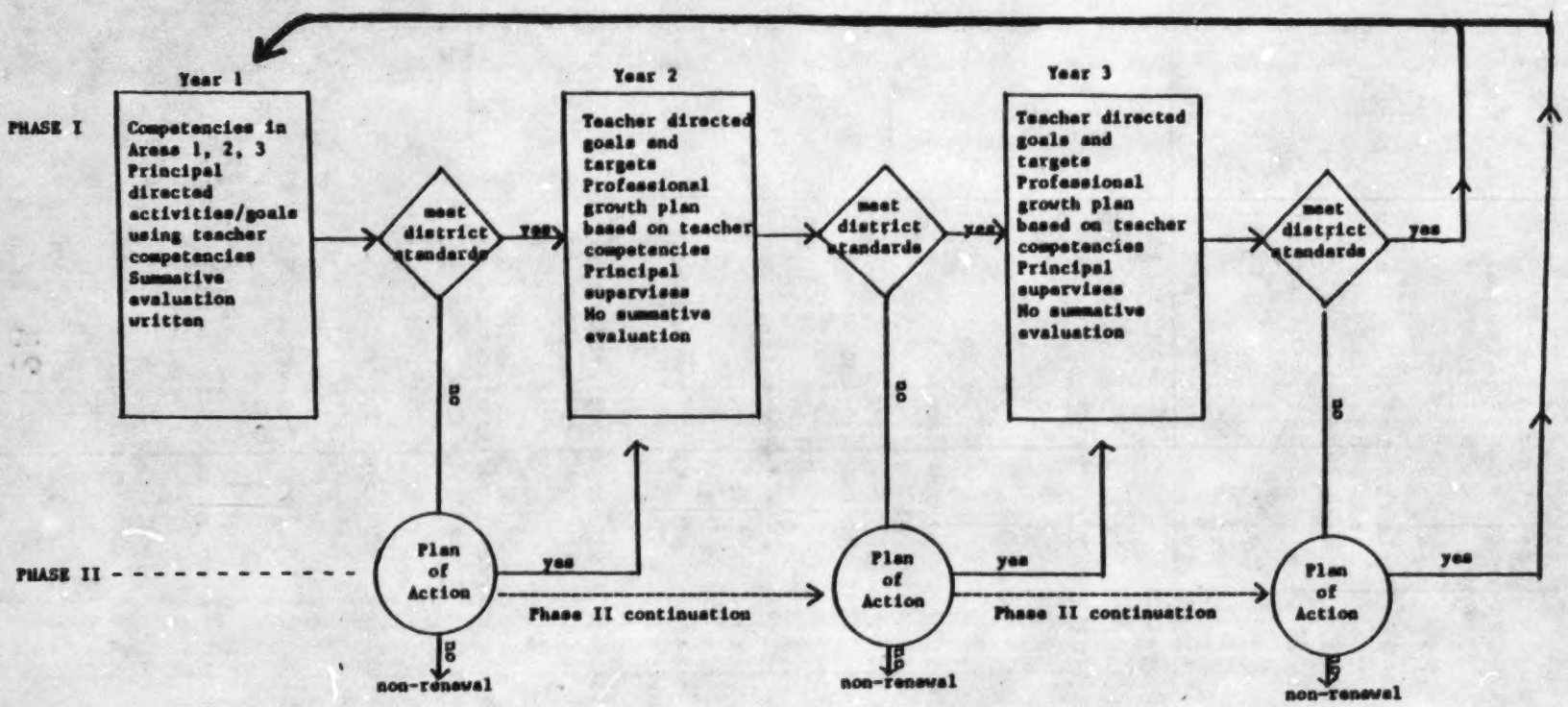
*Any evaluation will be subjective which is unfortunate because it will obviously reflect the bias of the evaluator. I have no suggestions for making it equitable.



*teacher is recommended for continuing contract

*after Year 4, teacher begins Year 1 of continuing contract teacher cycle

CONTINUING CONTRACT TEACHERS



ASSESSMENT OF TEACHING COMPETENCE

SUMMATIVE EVALUATION

Ralston Public Schools
Ralston, Nebraska

PURPOSE: This form is to be used by administrators in planning and analyzing professional growth. During Phase I of the evaluation system, this form will be completed every third year for continuing contract teachers and the first two years of probationary teachers.

PROCEDURE: Administrators will note classroom observations, teacher conferences, and other evaluative data on this form throughout the year. The level of competence for each standard will be checked prior to the final evaluative conference.

Name _____ Year _____ Building _____ Assignment _____

AREA I - INSTRUCTIONAL DEVELOPMENT

	needs improvement	met district standards
DIVISION: Diagnosing		
Standard 1: The competent teacher follows procedures for gathering data by:	☐	☐
Criteria: a. making use of past test information and other available records;		
b. using a variety of diagnostic instruments and techniques as they are available;		
c. demonstrating competency and skill in administering appropriate diagnostic evaluation;		
d. requesting assistance from other professionals when needed for more comprehensive diagnosis.		
Standard 2: The competent teacher interprets diagnostic data to identify the needs and concerns of both the individual and the group by:	☐	☐
Criteria: a. identifying the achievement level for each student;		
b. interpreting the significance of the gathered data;		
c. making appropriate referrals to attain further information;		
d. using evaluative data to implement instruction.		

White: Central Office Personnel File Yellow: Principal Pink: Teacher

(Diagnosing continued)

Required Administrative Comments:

DIVISION: Prescribing

	needs improvement	met district standards
Standard 3: The competent teacher plans lessons to meet individual and group needs by:	☐	☐

Criteria:

a. utilizing district, school, and subject area goals and objectives as guidelines;

b. writing lesson plans which reflect the use of measurable long and short term objectives;

c. modifying prescriptive plans as additional diagnostic data becomes available;

d. utilizing appropriate resource materials and activities related to instructional objectives;

e. accomodating individual differences, matching activities to learning styles of learner;

f. being flexible and modifying plans according to changing conditions;

g. being receptive to student feedback in planning instruction.

Required Administrative Comments:

DIVISION: Facilitating

Standard 4: The competent teacher applies learning theory by:	☐	☐

Criteria:

a. utilizing and building upon students' interests and prior knowledge;

b. providing feedback as students progress toward goals;

c. allowing for a balance between presentation of information and expression of student ideas;

d. providing the individual with activities to develop attitudes, appreciations, and values;

e. modifying instructional strategies according to changing conditions.

SPECIAL EDUCATION TEACHERS
(BD; Resource; EMH; Speech/Language; Voc. Rehab)

DIVISION: Competence in Specialization

needs improvement | met district standards

Standard 1: *The competent SPED teacher shall demonstrate conceptual and technical skills by:*

Criteria:

a. screening, identifying and diagnosing the special needs of students referred;

b. communicating with the appointed diagnostic team, student strengths and weaknesses so that appropriate teaching strategies can be designed.

c. helping teachers identify, select, study and record significant academic and social behaviors;

d. informal observations; using appropriate time in which the child is observed in a variety of structured and unstructured classroom activities.

Standard 2: *The competent SPED teacher functions as a contributing member of a team for the purpose of individual planning by:*

Criteria:

a. being familiar with characteristics of SPED students and applying this knowledge when working with students;

b. writing behavioral objectives which incorporate appropriate and realistic criteria and evaluation measures;

c. using learning or educational theory to devise instructional plans; capitalizing on the student's strengths.

Standard 3: *The competent SPED teacher demonstrates the knowledge necessary for accurate record keeping in compliance with state and federal laws by:*

Criteria:

a. having accessible the pertinent forms and records documenting proper procedures for screening, diagnosis, prescription, placement, remediation, and review for each student served;

b. being familiar with specific requirements for the I.E.P. and having available an appropriate plan for each student;

c. being aware of provisions for family privacy and taking measures to ensure confidentiality of all records and information.

RECOMMEND FOR RE-EMPLOYMENT: *Yes*_____ *No*_____ *Conditional*_____

Administrative supporting statements and/or additional information (optional):

Teacher comments (optional):

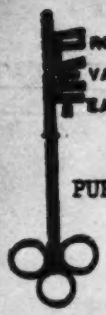
I have read and discussed this evaluation with an administrator.

_____ _____
Teacher's Signature *Date*

Evaluation written by: _____ _____
Administrator *Date*

Evaluation reviewed by: _____ _____
Superintendent of Schools *Date*

White: Central Office Personnel File Yellow: Principal Pink: Teacher



PROFESSIONAL GROWTH PLAN

Formative Evaluation (Phase I)

School District of Ralston

PURPOSE: Each teacher of Ralston School District has the responsibility to participate annually in an individually designed evaluation plan. He/she is expected to establish objectives for personal improvement consistent with the policies of the district, to select appropriate instruments to measure growth, and to collect data from a variety of sources.

PROCEDURE:

1. At the beginning of the academic year each teacher will formulate yearly objectives for his/her own personal and professional improvement utilizing the district competency standards.
2. The building principal has the responsibility to make suggestions and possibly formulate directives for the teacher's professional growth plan.
3. The "Professional Growth Plan" is to be written by the teacher and approved by the principal.

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_____
Teacher

Standard #____ Criteria____ Objective #____

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(1) Identify what is to be accomplished.

(2) How will it be known when the change has been achieved?

(3) What resources will be needed (instruments or individuals used in assessment)?

(4) When should the change be completed? Include a schedule for data collection, processing and review. Specify date of assessment conference.

_____ _____ _____ _____
Teacher Date Building Administrator Date